

Juvenile Justice Training Academy Lesson Plan

Program: Juvenile Probation Officer Basic		Citation Source: TAC 344.620
Required by: <input type="checkbox"/> Texas Statute <input checked="" type="checkbox"/> Texas Administrative Code <input type="checkbox"/> Professional Development		
Training Title: Officer Safety and Mechanical Restraints		
Prerequisite(s): N/A		
Developed By: Resource Training Officer Group		Date: August 8, 2013
Revised By: Delisha Stewart, TJJD Curriculum Developer		Date: January 1, 2017
PARAMETERS		
Training Duration: 3.5 Hours	Minimum/Maximum Number of Participants Recommended: 5 - 50	
Instructional Setting: Classroom	Target Audience: Juvenile Probation Officers completing mandatory training in compliance with the Texas Administrative Code.	
TRAINING DESCRIPTION		
<p>This training provides an overview of safety considerations when supervising juveniles in and out of an office setting. Participants will examine the proper application of mechanical restraints via scenario-based learning.</p>		
APPROVALS		

Training Authority

Chris Ellison, Manager
Juvenile Justice Training Academy

Date

Training Authority

Kristy Almager, Director
Juvenile Justice Training Academy

Date

PERFORMANCE OBJECTIVES

At the conclusion of this training, participants will be able to:

1. Summarize safety measures for juvenile probation officers covered in this training.
2. Outline strategic ways to supervise juveniles, in and out of the office.
3. Given a scenario, apply the correct Texas Administrative Code (TAC) rule(s) regarding the use of mechanical restraints.

INSTRUCTOR MATERIALS

1. TJJD Approved Lesson Plan, January 1, 2017
2. Power Point Show, January 1, 2017
3. Participant Guide, January 1, 2017

PARTICIPANT MATERIALS

1. Participant Guide, January 1, 2017

REFERENCES

1. Ahlin, Eileen, Maria Antunes, and Heather Tubman-Carbone. *Federal Probation-A Journal of Correctional Philosophy and Practice*. A Review of Probation Home Visits: What Do We Know? December 2013. Pages 32-37.
2. Kirshner, Scott. *Officer Survival for Probation and Parole Officers* © 2014. January 5, 2015, California.
3. Law Officer.com. Officer Safety. *Improving Your Command Presence*. <http://lawofficer.com/2011/04/improving-your-command-presence/>. Accessed May 19, 2016.
4. Livestrong.com. Communication. *The Importance of Verbal and Non Verbal Communication*. <http://www.livestrong.com/article/156961-the-importance-of-verbal-non-verbal-communication/>. Accessed May 19, 2016.
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9. Texas Juvenile Justice Department. Resources. Publications. TAC Chapter 341 Juvenile Probation Department General Standards: [Standards – effective until 1/1/17]. *Subchapter J: Restraints*. Amended April 1, 2014. http://www.tjjd.texas.gov/publications/standards/Chapter_341_prev.pdf. Accessed June

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10. Wise Old Sayings.com. *Safety Sayings and Quotes*. <http://www.wiseoldsayings.com/safety-quotes/>. Accessed June 3, 2016.
11. YouTube.com. "Command Presence-Look Sharp, Act Sharp, Be Sharp." <https://www.youtube.com/watch?v=fmhY1BKYCVU>. Posted April 2012.

ACKNOWLEDGEMENTS

1. CMIT in conjunction with Texas Juvenile Justice Department, Juvenile Justice Training Academy. *Officer Safety and Mechanical Restraints JPO/JSO Basic Training Lesson Plan and PowerPoint*. Modified August 8, 2013.
2. Sam Houston State University-George J. Beto Criminal Justice Center. Correctional Management Institute of Texas (CMIT).
3. Texas Juvenile Justice Department. Juvenile Justice Training Academy. JPO/JSO Basic Course. Officer Safety, Mechanical Restraints, and Transportation. August 8, 2013.

EQUIPMENT AND SUPPLIES

- | | |
|---|--|
| <input checked="" type="checkbox"/> Projector | <input checked="" type="checkbox"/> Screen |
| <input checked="" type="checkbox"/> Laptop computer | <input type="checkbox"/> Post-it® Notes |
| <input checked="" type="checkbox"/> External speakers | <input checked="" type="checkbox"/> Laser Remote |
| <input type="checkbox"/> Chart Pad(s) | <input checked="" type="checkbox"/> Batteries for Laser Remote |
| <input type="checkbox"/> Easel Stand (s) | <input type="checkbox"/> Other |
| <input type="checkbox"/> Marker(s) | |

SCHEDULE

Introduction	30:00
Proactive Safety Measures	50:00
Office Safety	40:00
Field Visits.....	30:00
Mechanical Restraints.....	30:00

LEGEND



For Your Eyes Only

This is information for the Trainer only – it is facilitator guidance (i.e. Activity Instructions)



Speaker Notes

This will indicate information to be shared with participants



Action

This will direct facilitator when to do something (i.e. click to activate bullets, start media if necessary, chart participant responses)



Activity

This will indicate activity (small or large; individual or collaborative) before continuing on with presentation

Note: Unless otherwise indicated in the lesson plan and based on class size, the trainer has the discretion to use a designated group activity as an individual activity. The trainer shall process the activity, whether as designated or individually in an effort to maximize the learning environment for the participants.

IMPORTANT TRAINER INFORMATION

1. Prepare a **Parking Lot**. If a particular training lends itself to potentially lengthy discussions compromising training time, trainers are encouraged to prepare and use a Parking Lot in an effort to manage questions and time constraints efficiently. The Parking Lot is a piece of blank chart paper, titled **Parking Lot**. The paper is placed on a wall at the beginning of the training session, located in an area easily accessible to everyone. If the trainer chooses to use a Parking Lot, place several post-it® notes on participant tables for use during the training session and provide participants instructions on how a Parking Lot is used during training.

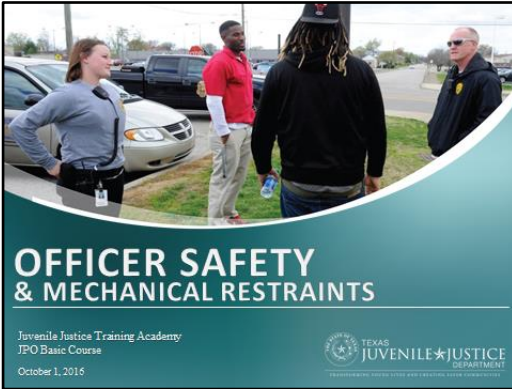
The purpose of the Parking Lot is to track questions asked and allows the trainer time to either research an appropriate answer or respond to the question at the applicable time. Prior to ending the training session, the trainer will review the questions posted on the Parking Lot to determine if all have been answered or if additional research is needed. The trainer will either ask participants to confirm the posted questions have been answered satisfactorily or will acknowledge to participants the need to seek additional clarification from the curriculum developer (CD), or Training Authority. The trainer will follow through by providing the final response via email to participants.

2. Cover all activities unless marked Optional.
3. Time noted for an activity represents the entire activity process: introducing the activity, performing the activity steps, and debriefing the activity. When assigning activities, it is recommended the trainer tell participants they have a “few” minutes to complete an activity instead of giving a set number of minutes (example: 10 minutes). This allows the trainer to shorten or lengthen the time as needed.

4. During question and answer sessions or activities:
 - a. Questions followed by the (*Elicit responses.*) statement – should be limited to 1 or 2 participants. These questions are typically asked to gain audience acknowledgement or participation and not lengthy group discussion.
 - b. Questions followed by an italicized (suggested) response – are to be covered by either the trainer or participants. If participant responses do not cover the complete italicized response, the trainer is responsible for providing the remaining information. The responses provided are suggested best answers as approved by the Training Authority. If participants suggest other responses, encourage them to explain their choices.

Disclaimer:

The following curriculum is based on Chapter 37 of the Texas Administrative Code. Approved curriculum is signed by Training Authorities. The JPO Certification competency exam is based on approved TJJD standardized curricula. Enhancements to the training may be necessary; however deviations to the curricula may breach fidelity and are discouraged. If a participant requires additional information beyond the scope of this curriculum, refer the participant to his (or her) immediate supervisor.



Slide 1: Introduction

Instructor's Corner:

PG: 7

Trainer Notes:



INTRODUCTION

(Welcome participants to the training. Discuss agenda for the day. Inform participants of timeline, lunch time, breaks, restroom locations, and other pertinent information.)

(The Texas Juvenile Justice Department is mindful some examples referenced in the lesson plan may not be applicable in particular counties. Deviations regarding the material are discouraged; however enhancements which explain local policy and procedure without breaching the fidelity of the information are supported.)

Trainer Notes:



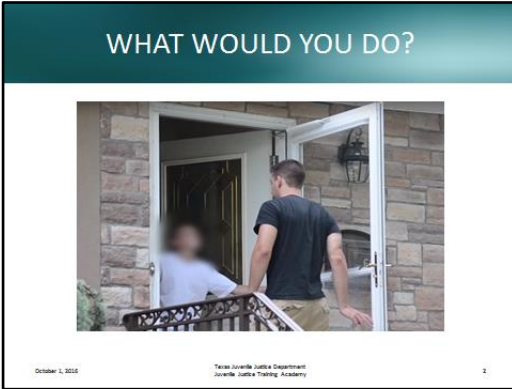
For Your Eyes Only-Activity: What Would You Do?

Discussion during this activity is not meant to be long or drawn out as it is an introduction to the topic only.

1. Allow participants a few minutes to read the scenario and associated questions in the participant guide individually.
2. Have participants write their responses in the space provided in their participant guide.
3. Once participants have read the scenario and written their response to the questions, ask different participants to share their response to the first question.
4. Move to question number two and ask participants to share their responses.

Activity Point: This activity is designed for participants to recognize being a Juvenile Probation Officer will involve unpredictability and safety must be a priority.

Activity should take approximately 20 minutes from start to finish.



Slide 2: What Would You Do?

Instructor's Corner:

PG: 5

Trainer Notes:



Activity: What Would You Do?

Time: 20 minutes

Turn in your participant guide to the activity entitled, *What Would You Do?* Individually read the scenario and answer the two questions in the space provided. When everyone is finished, we will discuss your responses.

(Below is the scenario provided in the participant guide.)

For the past year, you have been supervising a 17-year-old male on probation for burglary of a habitation, possession of marijuana, and assault bodily injury. He has substance use issues, but you believe he has potential to overcome it. For the last three months, he has tested positive for drug use repeatedly. Instead of filing a violation, you increase his supervision level and require him to go to an intense outpatient treatment program. On the fifth positive drug screen, you meet with the juvenile and his parents, who plead with you not to send their son to juvenile detention. You give in. His parents report to you the juvenile has been moody lately, but think it's just him being a typical teenager. A week later, you decide to do a routine field visit at his home. You arrive and discover him home, alone. He invites you in and you enter, as you have done many times before, but his parents were usually home. You feel comfortable though and begin

talking to the juvenile about his continued drug use and future placement possibility. He becomes angry and irate because he does not want to go to placement. You suddenly realize he is high on drugs. He begins to come toward you.

(If participants appear finished before the 10 minutes are up, move forward with the debrief.)



Debrief

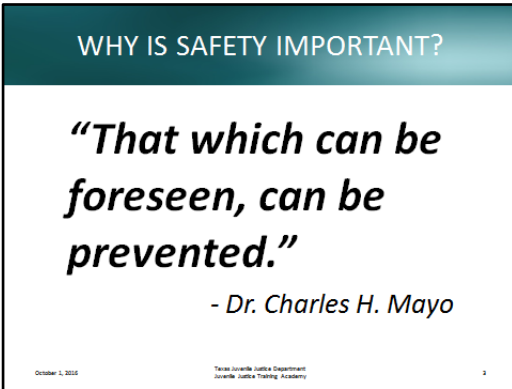
- Question 1 | What would **YOU** do?

(Ask volunteers to share their responses to the first question. Process the responses shared and stress applicable local department guidelines.)

- Question 2 | What could **YOU** have done differently with this juvenile?

(Ask volunteers to share their responses to the second question. Process the responses shared. If not already covered by participants, emphasize the following key points during the debrief discussion: officer not filing a violation for a positive drug test, random home visit with only the juvenile present, entering the home alone, and allowing parent/guardian to sway decisions regarding juvenile.)

This scenario describes why safety must be a priority of every Juvenile Probation Officer. Although you cannot stop unexpected situations from happening, you can be prepared for them. This training covers safety tips you can use to enhance your safety, whether in the office or the community.



Slide 3: Why Is Safety Important?

Instructor's Corner:

PG: 6

Trainer Notes:



WHY IS SAFETY IMPORTANT?

(Discuss the quote located on the slide and apply it to the role of a Juvenile Probation Officer.)

Q: Looking at the quote by Dr. Mayo, how can we apply it to what we do as Juvenile Probation Officers? *(Elicit responses.)*

The juveniles you supervise and meet with, whether in the office or the community will be unfamiliar to you and safety must be a priority. Each day we have a responsibility to arrive home safely and to do that, you must commit to keeping yourself safe, as well as the juveniles you supervise. We will talk about how to go about this today.

We will also learn about rules regarding restraints. Placing a juvenile in restraints presents unique safety concerns to be mindful of as well.

PERFORMANCE OBJECTIVES

- Summarize safety measures for juvenile probation officers covered in this training.
- Outline strategic ways to supervise juveniles, in and out of the office.
- Given a scenario, apply the correct Texas Administrative Code (TAC) rule(s) regarding the use of mechanical restraints.

October 1, 2015

Texas Juvenile Justice Department
Juvenile Justice Training Academy

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Slide 4: Performance Objectives

Instructor's Corner:

PG: 5

Trainer Notes:



Performance Objectives

Let's take a moment to talk about the objectives for today.

(Ask different participants to read each of the performance objectives.)

At the end of this training, you should be able to:

1. Summarize safety measures for juvenile probation officers covered in this training.
2. Outline strategic ways to supervise juveniles, in and out of the office.
3. Given a scenario, apply the correct Texas Administrative Code (TAC) rule(s) regarding the use of mechanical restraints.



Slide 5: Safety Risks

Instructor's Corner:

PG: 6

Trainer Notes:



Safety Risks

Take a look at the pictures on the slide. *(Pause and give participants a minute to observe the pictures.)*

Q: What safety risks do you think these situations pose? *(Elicit responses.)*

Juveniles you will likely supervise are similar to the ones in the picture. The neighborhoods pictured are akin to areas you will be visiting to meet with juveniles. Being a juvenile probation officer will require interaction with unknown people on any given day. You will not only have to interact with juveniles on your caseload, but will likely encounter adults in the juvenile's life of whom you know very little. Safety is not just about people you meet though; it also involves your attitude and attention to detail.

Safety Mistakes

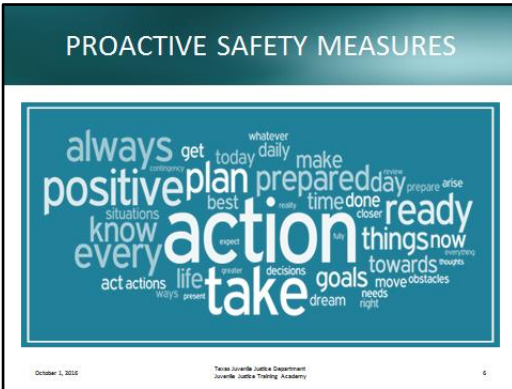
Q: What mistakes do you think we make regarding our personal safety? *(Elicit*

responses.)

Failure to focus on tasks and rushing to meet deadlines can create unsafe environments, whether in the office or field. Complacency and inattention to details contributes to mistakes affecting your safety. The safety of you and juveniles you supervise will depend on your proactive approach to safety.

Q: What is an example of a proactive measure you use in your personal life? (*Elicit responses.*)

Let's talk about how being proactive contributes to your safety.



Slide 6: Proactive Safety Measures

Instructor's Corner:

PG: 6

Trainer Notes:



PROACTIVE SAFETY MEASURES

Being proactive is defined as acting in advance of a future situation, instead of reacting when something happens. It means taking precaution before a situation occurs.

Q: How do you think being proactive will help you with safety as a Juvenile Probation Officer? (*Elicit responses.*)

As you will see, the job of a juvenile probation officer is unpredictable. Although you may have a plan for the day, many times something may happen to force development of a new one. Strategically preparing for unknown situations aids in the safety of yourself and juveniles on your caseload.



Slide 7: Presence

Instructor's Corner:

PG: 6

👁️ This slide contains a video. Click on the slide and the picture displays. When ready for video to play, click the laser remote to launch video.

Trainer Notes:



Presence

One step to being proactive with your safety is to establish officer presence among your juveniles and colleagues.

Q: How do you think officer presence is established? (*Elicit responses.*)

Officer presence is the ability to diffuse a situation by exuding professionalism and appearing calm, confident, and non-threatening.



Let's watch a brief video on officer presence. The video, intended for Police Officers, is also pertinent to Juvenile Probation Officers.

(Show the video. Length of the video is 1 minute and 48 seconds. Click the laser remote to start the video. Press the back arrow button to return to the original picture for discussion.)

Q: What did you take away from the video? (*Elicit responses.*)

The video emphasized the motto, “Look Sharp, Act Sharp, Be Sharp”. Let’s elaborate on each one of those.



(The video makes the statement, “at least you should always look like you know what you are doing.” Clarify this statement with participants as meaning we should display a professional confidence and demeanor in every aspect of our role as Juvenile Probation Officers.)



Look Sharp

- Assessments are made within the first 30 seconds of meeting someone.
- Always be well groomed.
- “If you look sharp, people will assume you are sharp. If you look sloppy, people will assume you perform sloppy work.”

Q: What questions or comments do you have about looking sharp? *(Elicit responses.)*

Act Sharp

- Carry yourself with confidence, professionalism, and authority.
- Know your job duties and tasks.
- Communicate with confidence, verbally and non-verbally. Let me share a quote from management consultant, Peter Drucker, “The most important thing in communication is to hear what isn’t being said.”

- Walk tall and always conduct yourself as if someone could be videotaping you.

Q: Are there other ways you can adopt that convey acting sharp? (*Elicit responses.*)

Be Sharp

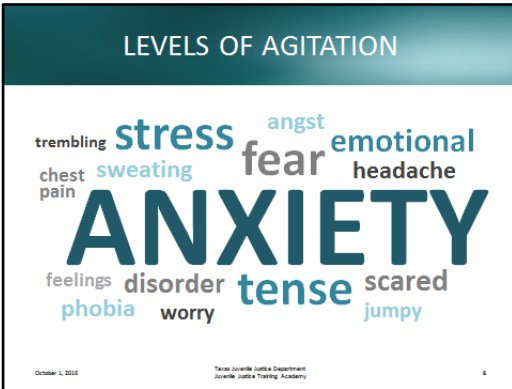
- Don't underestimate anyone.
- Expect the unexpected.
- Keep yourself in good health.
- Stay vigilant, display honor, possess integrity, and demonstrate teamwork.
- Build trust with your community and colleagues.
- Always play by the rules and treat people fairly.
- Avoid complacency.

Q: What questions or comments do you have about being sharp? (*Elicit responses.*)

Imagine this situation. You have a juvenile reporting to your office and he is irate about being suspended from school for “something stupid.” Normally this particular juvenile does not cause problems and you are surprised by this behavior.

Q: How would you apply looking, acting, and being sharp to this situation? (*Elicit responses.*)

The reality is these situations will happen, clearly having nothing to do with you. You will need to know how to navigate these situations.



Slide 8: Levels of Agitation

Instructor's Corner:

PG: 7

Trainer Notes:



Levels of Agitation

Like everyone, juveniles on supervision will experience bad days and when time to report, may be agitated. They could have had an argument with a friend or perhaps upset they have to report. Despite the reason, you need to be able to respond appropriately. It's critical to determine a juvenile's agitation level and proactively select a response which will best deescalate their mood.

Let's explore the four levels of agitation: anxiety, defensiveness, aggressiveness, and dangerousness. We will focus on appropriate ways to respond to each one.



Slide 9: Anxiety and Defensive

Instructor's Corner:

PG: 7

Click on the slide and each picture will appear separately along with the corresponding word.

Trainer Notes:



Anxiety and Defensiveness

Anxiety

(Click laser remote for anxiety title and corresponding picture to appear.)

When we feel anxious, we exhibit behaviors signaling low-level fear, nervousness, and/or mild confusion. It is no different for the juveniles we serve. Generally, a juvenile reporting to a probation officer for the first time will experience some level of anxiety. It's important for an officer to observe the juvenile's behavior and be mindful of possible triggers the juvenile may experience which could elicit anxiety. Remember, triggers could either be caused by external factors or internal feelings which have nothing to do with you or the current situation.

Let's review some typical behaviors you may see demonstrated by someone who is feeling anxious. As you observe juveniles, read his (or her) non-verbal cues or behaviors as signals identifying how he (or she) is feeling.

Signals of Anxiety

(Inform participants not all of the signals are listed in the participant guide.)

- Pacing
- Rocking
- Tapping
- Sitting/standing
- Bouncing leg
- Drumming

Q: What other examples could demonstrate a feeling of anxiousness? *(Elicit responses.)*

How we respond to an anxious juvenile can play a part in whether their anxiety will reduce or escalate. Let's discuss some things we can do to help ease a juvenile's feelings of anxiety.

Responding to Anxious Behavior

- **Show interest and concern**

This is an opportunity to reflect your interest in how the juvenile is feeling.

- **Active listening**

Use interpersonal communication skills. Open-ended questions and hearing the entire message being conveyed are critical to reducing anxiety.

- **Non-judgmental**

Be open to information or feedback received. Responding in a judgmental way will likely guarantee a juvenile not confiding in you again.

Defensive

(Click laser remote for defensive title and corresponding picture to appear.)

When a juvenile is feeling defensive, whether a threat is real or imagined, he (or she) may exhibit behavior(s) intended to defend or protect himself (or herself) against the perceived threat. Your ability to recognize these cues will help protect the juvenile, yourself, and others.

As we review the types of behaviors a juvenile might exhibit when feeling defensive, think about how you would typically react to these behaviors.

Signals of Defensiveness

(Inform participants not all of the signals are listed in the participant guide.)

- **Backing away**

- Closed body language
- Avoided eye contact
- Pronounced pacing
- Positioning
- Controlled voice

Take for example, you are concerned a juvenile is slipping back into trouble and you confront him during a scheduled office visit. The juvenile wraps his arms around himself, shifts his eyes to stare at the corner of your desk, and in a controlled voice, tells you he is staying out of trouble.

Q: How would you respond to this juvenile? (*Elicit responses.*)

Responding to Defensive Behavior

Our response to a juvenile feeling defensive is critical. Remember, what the juvenile is feeling may have nothing to do with you, but it will be your job to diffuse the situation and calm the juvenile down. Keep in mind though; a juvenile shouldn't be provoked into a higher level of agitation. Consider the following tips as well.

- **Note Surroundings**

With a defensive juvenile, be cognizant of surroundings including exits, physical position in relation to the juvenile, and objects in the office which could become

potential weapons. We will talk more about this later.

- **Ask specific questions**

Typically, the more agitated a juvenile becomes the more they are able to tune others out. They become less focused and the ability to think and respond rationally decreases. Because a juvenile's pre-frontal cortex, the part of the brain responsible for executive functions such as judgment, planning, and strategizing, is not fully developed, their ability to hear, see, and think rationally becomes even more compromised during a state of defensiveness. You should ask direct, specific questions in an attempt to calm the juvenile down.

Q: What questions or comments do you have about anxiety or defensiveness? (*Elicit responses.*)

Let's continue exploring levels of agitation.



Slide 10: Aggressive and Dangerous

Instructor's Corner:

PG: 7

👁️ Click on the slide and each picture will appear separately along with the corresponding word.

Trainer Notes:



Aggressive and Dangerous

Aggressive

(Click laser remote for aggressive title and corresponding picture to appear.)

Aggressive is defined as an intentional behavior to intimidate or control a person or situation. You may wonder why a juvenile reacts in an aggressive manner when your sole intention is to help with turning his (or her) life around. Many juveniles we serve have experienced traumatic situations which unfortunately have left them distrusting of many adults. Because of this, they may sometimes behave aggressively towards you, despite you trying to be helpful.

As we review some signals of aggressive behavior, start thinking about what you would do if a juvenile became aggressive in your office.

Signals of Aggressiveness

(Remind participants not all of the signals are listed in the participant guide.)

- Loud vocal tirades
- Profanity
- Erratic eye movement
- Fists closed
- Pushing/throwing property
- Muscle flexing

Q: Do you think it's ever appropriate to allow a juvenile to vent in your office?

A: Yes, but within reason and depending on the situation.

Remember, the juvenile's issues may be valid and they are entitled to feel the way they do. Nonetheless, do not let the situation get out of control. If you see the juvenile is becoming more upset during the meeting, use de-escalation techniques as much as you can to help with processing those emotions appropriately. Here are some other tips.

Responding to Aggressive Behavior

- **Be direct**
Be clear on the advantages of calming down, without threatening.
- **Tone of voice**

As the juvenile's voice gets louder, your voice should remain quiet. You can communicate seriousness and importance without having to raise your voice.

- **Clear communication**

Your goal should be to assist the juvenile in regaining control over their emotions.

- **Body language**

Do not appear intimidating or challenging. The use of intimidation is never an option for de-escalation. You can hold your hand up to communicate non-verbally, "stop", however despite this being a universally recognized sign for current behavior to stop, be mindful this may not work with a juvenile in an aggressive state.

- **Leave**

If the above steps fail and the behavior continues, take action and leave the situation as soon as possible. Call for help and direct the juvenile to leave.

Dangerous

(Click laser remote for dangerous title and corresponding picture to appear.)

The difference between an aggressive juvenile and a dangerous one is the dangerous juvenile focuses on a specific person to act out their aggression. Threat of physical injury is probable – not just possible.

Remember, a juvenile could be feeling aggressive or angry but not dangerous. A juvenile becomes dangerous when he (or she) has a plan and the means in which to cause injury to

someone – including themselves. It is an intentional behavior or threatened act focused in a specific direction.

Q: Have you dealt with a dangerous juvenile? How did you know it was a dangerous situation? *(Elicit responses.)*

Signals of Dangerousness

(Remind participants not all of the signals are listed in the participant guide.)

- Mouth open
- Flared nostrils/breathing through the mouth
- Eyes set
- Offensive posture
- Sudden quiescence (momentary calm)

Q: When a juvenile is in a perceived dangerous state, why could it be hard for him (or her) to calm down?

A: Their cognitive ability is at its lowest. They are preoccupied with their own emotion.

Q: So how should you proceed? *(Elicit responses.)*

Responding to Dangerous Behavior

- **Reaffirm consequences**

Emphasize legal consequences if aggression is acted upon.

- **Know your escape**

Have a clear escape route in mind and be aware of possible weapons of defense available to you (e.g. chair, heavy objects which can be thrown, scissors, and any object you can use as a shield).

- **Neutrality**

Do not challenge the juvenile.

- **Stance**

Maintain your defensive stance. Do not turn your back for any reason. Be ready to move quickly.

- **Help**

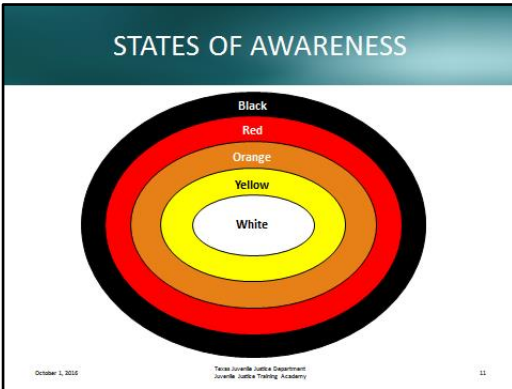
Call for help but keep in mind making a call for help could make the situation worse. If no one is available or within ear shot to assist you, make every effort to remove yourself from the situation.

Q: What questions do you have about the information we have discussed up to this point? (*Answer questions, if any.*)

Remember most contact with juveniles on your caseload will not involve challenging behavior. It is always good though, to be prepared for situations which can escalate quickly and have a plan to combat them.

So far today, we have talked about the importance of presence and presenting confidently. We discussed levels of agitation and appropriate responses. When confronted with an agitated juvenile, you also need to be mindful of your own mental state with regard to your safety. Being self-aware of your own emotions will help you when communicating with juveniles.

Moving on, let's talk about levels of awareness and identify which ones are critical to your job.



Slide 11: States of Awareness

Instructor's Corner:

PG: 8

👁️ Slide will appear blank. Click the laser remote when noted in the lesson plan to bring up each state of awareness.

Trainer Notes:



States of Awareness

Have you ever found yourself in a situation where the hairs stood up on your arms and you knew something was not quite right? That feeling is your instinct, or mental awareness at work. Instinct or intuition helps you safely navigate in unfamiliar situations. Intuition also helps with supervising challenging juveniles or when venturing into unknown neighborhoods.

There are five mental states of awareness or conditions which we will talk about today.

(Click the laser remote and condition white will appear.)

Condition White is a state of environmental obliviousness. This state is marked by total relaxation. Here are a few indicators you may be in condition white:

- Unconcerned about what is happening around you.
- Surroundings are familiar and safe.

- Relaxed state of mind.
- Daydreaming, on vacation, tired, or even preoccupied.

Q: Why would a person in condition white be unable to handle a threat?

A: The threat would come as a shock and a plan would be difficult to execute. This is not the awareness state a Juvenile Probation Officer should maintain while on duty.

Q: Can someone give an example of some activities which would warrant this level of awareness?

A: Being home, out to dinner with family or friends, or on vacation.

(Click the laser remote and condition yellow will appear.)

Condition Yellow is characterized by being in a relaxed but alert state. This is considered the optimal level of awareness for Juvenile Probation Officers and must always be maintained. You can fortunately sustain this state of awareness for long periods of time. Let's review the indicators which note you are at this level of awareness:

- Cautious but not tense.
- Not expecting a threat, but aware of the possibility.

As you can imagine, although you may be at the optimal level of awareness, situations can escalate quickly and as such, so will your state of awareness.

Q: What questions do you have about condition yellow? *(Answer questions, if any.)*

Picture this, you are working in the office, suddenly you hear an alarm, signaling you should exit the building immediately. You have no idea if there is a real threat and if the situation is serious.

Q: How do you think you would feel? *(Elicit responses.)*

You are probably highly anxious because you have no idea what is happening. This is the next mental awareness state.

(Click the laser remote and condition orange will appear.)

Condition Orange is when you are in a state of alarm. As we review the specific indicators of condition orange, think about whether you have experienced these feelings before.

- A threat is identified.
- A confrontation could be seconds away.
- You implement a plan to get out of the situation.

You cannot remain in this state for long periods. Being mentally and physically prepared

for action in this state is critical for your safety.

Q: What questions do you have regarding condition orange? *(Elicit responses.)*

(Click the laser remote and condition red will appear.)

Condition Red, a state of combat, is the next mental state of awareness. Here, a threat is inevitable and right in front of you. Here are a few indicators you are in condition red:

- You have to neutralize a threat quickly.
- Disengagement is essential; help is needed immediately.

You also cannot remain in this state for long periods. For everyone's safety, you should always prepare mentally for what you would do to handle a situation in this state.

Q: What type of situation could make a person escalate into full blown panic? *(Elicit responses.)*

Whether on duty or not, hopefully you will not experience such high anxiety. Nevertheless, you need to be aware of the last level of awareness.

(Click the laser remote and condition black will appear.)

Condition Black is a state of panic, frenzy, and paralysis. This is the most debilitating of the states of awareness. Let's look at the indicators.

- Ineffective at protecting yourself; risk being injured.
- “Frozen” in fear.

In this state, you simply cannot react appropriately and are at risk for becoming a victim. You should attempt to regain control of the situation immediately.

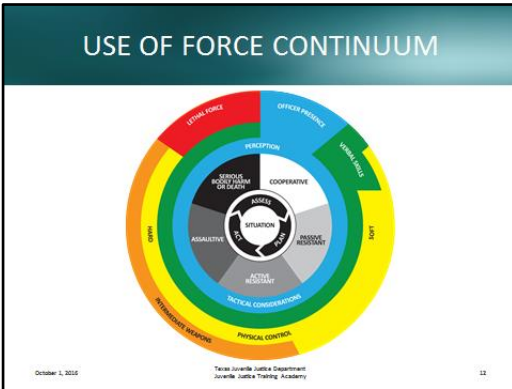
Q: Which level is optimal while on duty for Juvenile Probation Officers?

A: Condition Yellow. This state diminishes situations from becoming potential threats.

Bear in mind, most interactions with juveniles assigned to you will go smoothly. Never assume though, an interaction will go smoothly simply because it has in the past. At any time, things could escalate.

Q: What questions do you have about condition red or black? *(Answer questions, if any.)*

What if you do have to defend yourself against a threat? Imagine, you are meeting with a juvenile and suddenly she (or he) becomes angry because her level of supervision has increased from regular to intensive. The juvenile stands up in an aggressive stance and seems as though she is going to strike you. Along with your own state of awareness, you should also be cognizant of the use of force continuum and what you can do in these situations to protect yourself.



Slide 12: Use of Force Continuum

Instructor's Corner:

PG: 9

👁️ The slide will appear blank. Click the laser remote when noted in the lesson plan to bring up each part of the continuum.

Trainer Notes:



Use of Force Continuum

Let's imagine another situation. You are serving a summons for court to a juvenile in detention. After explaining your recommendation of residential placement, the juvenile becomes upset, stands up, and throws the chair.

Q: How do you react? (*Elicit responses.*)

During this portion of the training, we are introducing the use of force continuum and how it can be used to maintain your safety. Every situation is unique and should be assessed for the most reasonable option relative to the situation perceived at the time. If a juvenile is threatening you with potential lethal consequences, your local policy will dictate how to proceed. Remember, while the following material is considered best practice, it is offered merely as an additional resource for enhancing safety.

(*Click the laser remote and officer presence appears.*)

Officer Presence

We have discussed the first action in the continuum already, Officer Presence.

Q: Why do you think Officer Presence is the first action within the Use of Force Continuum?

A: Professional presence can de-escalate a situation and perhaps avoid instigation completely.

(Click the laser remote and verbal skills appears.)

Verbal Skills

Often you will need to use verbal skills along with officer presence in order to deescalate a situation. Verbal skills, when used correctly, will help in maintaining juvenile compliance while communicating in a neutral tone.

(Click the laser remote until the remaining categories appear.)

Physical Control

Empty hand techniques, intermediate weapons, and lethal force

The remaining actions or techniques, empty hand techniques or soft/hard physical control (e.g. grabs, palm heel strikes), intermediate weapons (e.g. OC Spray), and lethal force (e.g. firearms) require specialized training, must follow the Texas Administrative Code Chapter 341 rules as well as compliance of local policy and procedure. You will learn more about appropriate actions in *Legal Liabilities* as well as the *Texas Family Code* and

related laws training.

Let's revisit the scenario we talked about earlier. You are meeting with a juvenile in juvenile detention to serve a summons for court. You explain your recommendation will be residential placement. The juvenile becomes upset, stands up, and throws the chair.

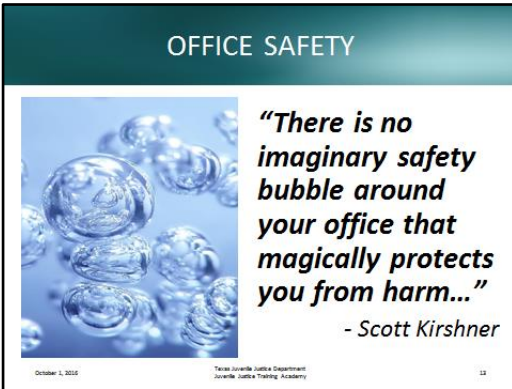
Q: Would self-defense be appropriate in this situation?

A: Self-defense can only be utilized when the amount and type of force is reasonably necessary and appropriate to ensure the security of juveniles, a facility, program or department. Again, it is important to adhere to local policy and procedure with respect to defending yourself. Any additional questions should be directed to your local training department.

Q: What questions do you have about the use of force continuum? *(Answer questions, if necessary.)*

Remember, the relationship you establish with juveniles will likely protect you against an attack. Without officer presence and effective verbal techniques, you may find yourself struggling to maintain order in a difficult situation.

We have talked about how you can be prepared mentally and physically; let's shift gears and talk about when juveniles report for meetings with you, particularly at the office. Proactive safety measures should be taken here as well.



Slide 13: Office Safety

Instructor's Corner:

PG: 9

Trainer Notes:



OFFICE SAFETY

Q: Why do you think office safety is important? (*Elicit responses.*)

No matter the supervision classification of juveniles on your caseload, much of your time will be spent meeting with them in your office. Although a somewhat controlled environment, you will not be able to guarantee dangerous situations won't occur. There are some proactive measures you can practice in an attempt to prevent those things from happening.

We are going to talk about the following:

- Accessibility
- Office configuration

Let's start with your accessibility.



Slide 14: Accessibility

Instructor's Corner:

PG: 9

Trainer Notes:



Accessibility

(Inform participants the following statistic is based on adult probation officers, but is applicable to juvenile probation officers.)

Just over a quarter (25.5 percent) of all assaults on officers occur at the office and of those, almost half (41.3 percent) are committed by probationers. This is not meant to alarm you; typically as we said earlier, encounters with juveniles will be positive and routine.

However, as those numbers indicate, situations can occur in the office. As such, it is important to communicate clear access or boundaries with juveniles.

If juveniles and their families sense they can take advantage of you, they will certainly do it. Setting clear boundaries at the initial meeting with them is critical. Some areas to look at with respect to your accessibility are office hours, personal office space, and building security.

Office Hours

(The following three questions are rhetorical. Allow time for participants to process the questions

before moving forward.)

Q: Why should you not schedule office visits when no one else is in the building?

Q: Do you have a plan if you are alone in the office with a juvenile and something goes wrong?

Q: How will you handle juveniles coming to your office without an appointment?

Conducting office visits when you are alone is generally a bad idea. If working late, communicate with a significant other, your supervisor, or another staff member to ensure others know your location and situation.

Clearly defined office hours should be established with juveniles immediately. When a juvenile reports to your office without an appointment and demands to see you, you are not obligated to meet with him (or her). Use your discretion to determine if the situation warrants your immediate attention. Eventually you will become familiar with juveniles on your caseload and be able to assess their individual needs.

A few options for unannounced visits:

- Visit juvenile in the lobby.
- Schedule an appointment at a designated time.

- Again, once rapport has been established, you will be able to determine rather quickly if you feel safe meeting with a juvenile at an unannounced time. Remember, you are in control of your schedule.
- If a juvenile is experiencing a legitimate emergency, deal with the crisis accordingly.

Parameters should also be established with respect to meeting juveniles in your office.

Physical Office Guidelines

- Juveniles should not be left in your office unsupervised.
- Ask juveniles to wait in the lobby if you are called out of your office during a meeting.
- Keep the door opened at all times. Conversations can still remain confidential with the door ajar.

Q: Why do you think these guidelines are necessary for your safety? (*Elicit responses.*)

You should also be aware of security issues when juveniles report. Not only are you meeting with juveniles and their families, remember your colleagues are meeting with juveniles as well. With various people in and out of the office, precautions must be taken.

Security

- Be aware of all entrances and exits to your building.
- If metal detectors are not utilized in your building, ensure juveniles are dressed appropriately. Observe them when walking to your office and ask for hats and bulky jackets to be removed.
- Ensure juveniles sign in with support staff.
- Food, drinks, or backpacks should not be allowed in your office.
- If you suspect a juvenile has a weapon or any suspicious activity, know your local department search policy.
- Only juvenile or authorized visitors should be allowed in your office.
- Unless required, do not provide personal contact information.
- Maintain professional boundaries, including no connections on social media websites.
- Always have an emergency plan if a routine meeting escalates.

Q: What other suggestions do you have about security and accessibility? (*Elicit responses.*)

There are also some things to keep in mind when you are meeting with a juvenile in your office. You may not have considered the tips we will discuss next. Being aware of office configuration, where to place personal belongings and supplies as well as concealing confidential information are vital to your office configuration.

Trainer Notes:**For Your Eyes Only-Activity: What Problems Do You See?**

Depending on time, you may either have participants do this activity individually, with a partner, or as a large group. If you choose to do it as a large group, make sure you have a white board or chart paper and markers to write down participant responses. If you chose to do as an individual or partner activity, participants will document their responses in the space provided in their participant guide.

1. The slide will appear blank. While the slide is blank, let participants know whether they will be working on this activity as a large group, individually, or with a partner. If with a partner, have them partner with someone relatively close by.
2. Have participants turn in their participant guide to the activity entitled, *What Problems Do You See?*
3. Tell participants you will show them four different office settings.
4. Instruct participants they will have 2 minutes to view each picture for office safety issues and write down each issue they see visible on the screen.
5. Answer any questions participants may have before proceeding with the activity.
6. Click on the slide. The first office setting will appear. After participants have made their list, click the laser remote to bring up the next office setting. Repeat the process

until all four office settings have been viewed.

7. Debrief the activity as noted in the lesson plan.

Activity Point: This activity is designed to give participants opportunities to identify common office safety issues or potential dilemmas.

Activity should take approximately 10 minutes from start to finish.



Slide 15: Office Configuration

Instructor's Corner:

PG: 10

Trainer Notes:



Activity: What Problems Do You See?

Time: 10 minutes

There are some important things to keep in mind when you are arranging your office. It is convenient to have certain items on your desk or information hanging for quick reference; however potential liabilities and safety risks are created when doing so. This activity will highlight these points. We will observe four office settings and discuss the risks in each one. You will be shown each picture and have a couple of minutes to write your responses. We will discuss your answers as a large group after all four settings are reviewed.

Debrief

Q: What potential risks did you see in office setting one?

A: Potential weapons included the wooden paper tray, penholder with pens, cups, and the calendar cube. Multiple files on the desk could violate confidentiality and exit from office could be difficult depending on placement of the door. Cell phone should be stored away while meeting with juveniles.

Q: What potential risks did you see in office setting two?

A: Penholder with pens, which can be used as a weapon, computer screen and telephone could display confidential information, exit from office could be difficult depending on placement of the door.

Q: What potential risks did you see in office setting three?

A: Hole punch and several books which can be used as weapons, multiple files on the desk which could violate confidentiality. The chair is situated in a way which could leave the officer vulnerable to attack, depending on the location of the door.

Q: What potential risks did you see in office setting four?

A: Files on the desk, and information displayed violates confidentiality. The chair is situated in a way which could leave the officer vulnerable to attack, depending on the location of the door. The clutter does not convey looking sharp; instead, it conveys dishevelment and disorganization.

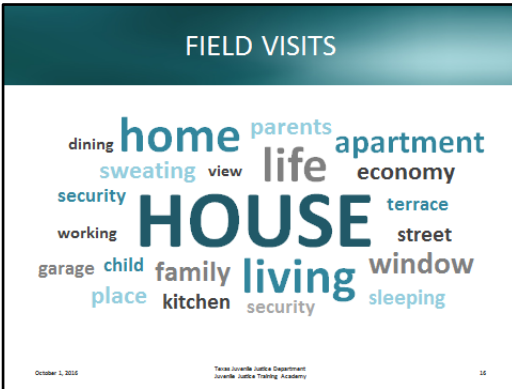
Great job everyone. This activity illustrates what you should be mindful of with regard to office safety. Let's review some tips with respect to office configuration.

- You should have clear access to the exit. Make every effort to position your desk so if a situation escalates, you can exit the office first.
- Keep objects, like staplers, pens, and pencils inside your desk.

- Minimize the amount of personal pictures you display. Position photos so they can only be seen from behind the desk.
- Bulletin boards should never display personal information.
- Lock handbags or personal items in a cabinet and out of sight.
- Never display e-mails with personal or confidential information; computer screens should have a non-personal screensaver as well as security password.
- Keep other juvenile records in filing cabinets.

Q: What questions or comments do you have about office configuration? (*Answer questions, if any.*)

Even with these measures in place, recognize unforeseen situations can still happen. Avoid complacency and be aware of your plan of action in case of an emergency. While the interactions you typically have with juveniles and their families will be in your office, you will also be required to conduct field visits, including home, school, and employment visits. As you can imagine, venturing outside of the office will present a unique set of challenges.



Slide 16: Field Visits

Instructor's Corner:

PG: 11

Trainer Notes:



FIELD VISITS

So far we have discussed several proactive tips about officer presence, the use of force continuum, states of awareness, levels of agitation, appropriate accessibility, and office configuration, but keep in mind safety vigilance needs to be taken when conducting business in the field. Let's talk about how to best prepare for the unknown while in the community.

Field visits are ideal because they provide insight into a juvenile's personal life and helps build rapport. They allow you to monitor progress of case plan goals and determine treatment needs and social service options.

A thorough field visit can be explained in three phases: pre-visit, visit, and post-visit. Successful field visits require preparation because the more prepared or sharp you are, the more confident and focused you will feel during the visit.



Slide 17: Pre-Visit

Instructor's Corner:

PG: 11

Trainer Notes:



Pre-Visit

The pre-visit is the first step in completing a comprehensive field meeting. Strategic planning you complete for your visit will likely keep problems at bay. It is the equivalent of preparing for a job interview. Before an interview, you must research and prepare for the job you seek. Failure to study for the interview will presumably ensure you won't get the job. The same can be said for the pre-visit. Without planning, you will place yourself at a disadvantage.

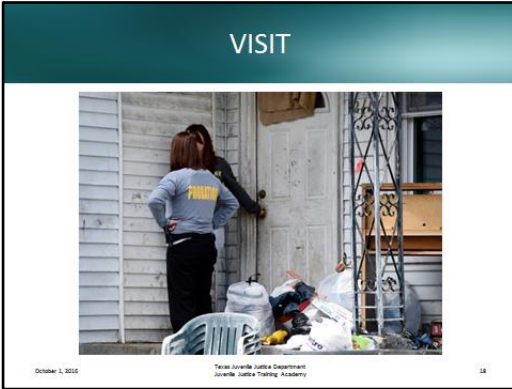
Some things to consider with respect to the pre-visit:

- Prepare a field contact checklist with basic information of where you are going, including juvenile face sheets with the juvenile's name, address, phone number, and a list of family members.
- If you are visiting a residence, gather as much knowledge of the occupants residing there. If you discover other occupants when you arrive at the home, obtain pertinent information about them to include in your typed notes later.

- Only bring necessary items with you. Have necessary documents with you, such as court summons or case plan. Personal belongings such as large handbags or bulky briefcases should be kept at the office.
- Wear comfortable business casual clothes and shoes.
- Always inform office support staff of your whereabouts.
- Make sure your cell phone is fully charged.
- Plan your visit at an appropriate time, as early as possible. For example, Friday afternoon home visits may not be a good idea.
- Plan visits with a partner if feasible. It may not be but for safety reasons conducting field visits alone should be avoided.
- Always be prepared for the unexpected.

Q: What other things should be done before conducting a visit? (*Elicit responses.*)

Let's move on to the actual visit.



Slide 18: Visit

Instructor's Corner:

PG: 12

Trainer Notes:



Visit

You have now arrived at your destination. Several points should be considered when you are conducting a visit, especially if you are by yourself. Always remember to follow your local departmental policies and if at any time you are uncomfortable, leave and reschedule the visit.

- When visiting a residence, observe for anything out of the ordinary or suspicious before exiting your vehicle. Ensure potentially dangerous animals are secure. Do not feel obligated to complete a visit because of an unsecured animal. Call Animal Control if necessary and reschedule the visit.
- Do not park your vehicle in a driveway or an area where it will be difficult to exit. Avoid parking where the vehicle can be blocked in. Your vehicle should be pointed in the same direction as you will be leaving; allowing for a safe exit.
- As you are exiting your vehicle, remain alert and continually observe your surroundings. Are there empty alcohol bottles, drug paraphernalia, or weapons? Document all of your observations.

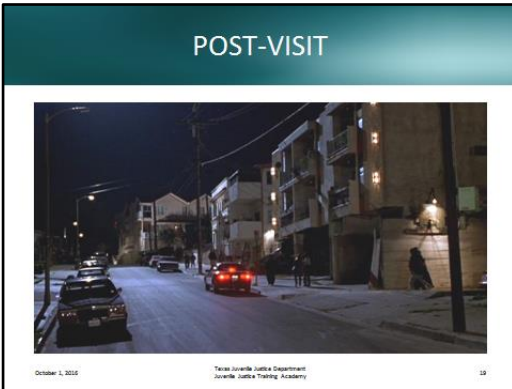
- Use all of your senses when approaching the front door. Do you hear any distinguishable noises from behind the door? Do you smell gasoline or drugs?
- Stand on the side of the door, never directly in front of it. The person opening the door should have to open the door widely in order to greet you.
- Before entering, always ask who is present and if any pets are on the premises/inside the house. Ask if large pets can be secured if not done already.
- If juvenile is alone, follow departmental policy regarding whether you should enter the residence or reschedule the visit. If you proceed, ideally you should conduct the visit on the porch, particularly if it is a juvenile of the opposite sex.
- If you feel it is safe to enter the home, do not allow the door to be locked behind you.
- Ask that all loud items be turned off. Stay as close to the front door as possible, remaining alert.
- Maintain professional demeanor in any home, regardless of the conditions. Many homes may be in disarray, dirty, or even bug infested. Remain appropriate, use your discretion on whether to sit down, and be sure to document the conditions you observe upon your return. Some of those observations could warrant a referral to Child Protective Services.

If other individuals are present, maintain your professionalism and ask the juvenile and family to meet in a separate room.

- Do not accept food or gifts.
- If you observe a weapon, leave immediately. Thoroughly document your observations in your notes. Later, notify the family of the expectation for all weapons being locked away during a home visit.
- If you observe drugs in the home, terminate the visit and instruct juvenile to report to your office later and if appropriate, administer a drug test. You should also submit a report to Child Protective Services. CPS will make a determination on whether a case will be opened and assigned.
- As soon as pertinent business is complete, leave.
- Make sure your hands are free when exiting from the visit. Your keys should be readily available and files put away.
- Always be ready for the unexpected.

Q: What other points should we consider when conducting visits? (*Elicit responses*)

Many of these tips may seem like common sense; these suggestions are merely meant to help you consider things you may not have before. Let's move on to the post visit.



Slide 19: Post-Visit

Instructor's Corner:

PG: 12

Trainer Notes:



Post-Visit

You have met with a juvenile, discussed paperwork and obtained all required signatures. You are now ready to exit from the location. You may think the visit is over and you can relax. Actually, this third phase or post-visit is as critical as the first two. You should continue to be vigilant until you are in your vehicle and driven away. Here are some other tips to keep in mind.

- Keep your guard up! Continue to scan your environment and make sure your back is not toward the juvenile.
- Observe your vehicle and make sure it's intact. If there are unidentified people near it, observe their behavior, approach cautiously and determine whether you can enter the vehicle safely.
- Lock your doors when you are secured inside.
- If anything unusual occurred during the visit and you are safely locked inside your vehicle, call and leave yourself a voicemail or make a note to jog your

memory later.

- Ensure you are not being followed.
- When you return to the office, document your visit thoroughly.

Q: What questions do you have about the post visit? *(Answer questions, if any.)*

Remember, all field visits will be unique. Your observations and instincts should be fully engaged to determine potential threats. Being aware of your surroundings is just one more way to be proactive with your safety.

Let's do an exercise now to test your observation skills.

Trainer Notes:



For Your Eyes Only-Activity: Do You See What I See?

1. Have participants work on this activity individually.
2. Allow participants approximately 20 seconds to observe a picture and record their observations, such as parking issues, point of entry problems, and potential ambush points, in their participant guide. After 20 seconds, click the laser remote to prompt the Sherlock Holmes screen to appear.
3. Once participants are finished, click the laser remote again and the picture will reappear on the screen.
4. Discuss observations as a group. Keep discussions brief.
5. Click the laser remote to move to the next picture. Repeat the process until each picture has been viewed and discussed.
6. Debrief according to the lesson plan.

Activity Point: This activity is designed to help participants consider their surroundings and what to look for when conducting a field visit.

Activity should take approximately 15 minutes from start to finish.



Activity: Do You See What I See?

Instructor's Corner:

PG: 13

Trainer Notes:



Activity: Do You See What I See?

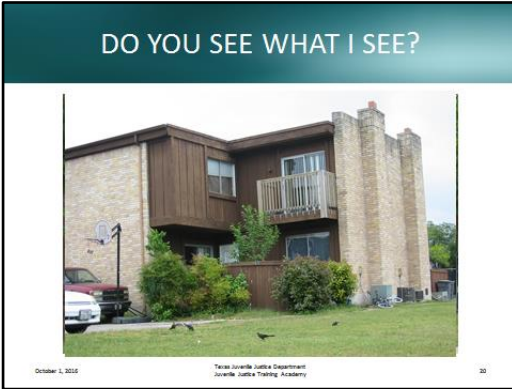
Time: 15 minutes

Remember when you arrive at a field visit, it is necessary to observe all points of interest or potential problems before your initial approach to the entrance.

This exercise highlights some comparable points of interest you may observe when conducting a visit.

In your participant guide, turn to the activity entitled, *Do You See What I See?* I am going to show you a picture of a home similar to what you might visit. I will leave the picture up for a few seconds and then take it down. Write down everything you observe, including potential issues like parking, point of entry, potential ambush points, and anything else of concern. When you are finished, we will discuss your observations as a large group.

Q: Are you ready for picture one? (*Click laser remote for picture one and leave up for 20 seconds.*)



Slide 20: Do You See What I See?

Instructor's Corner:

PG: 13



Show picture for 20 seconds. Afterwards, click the laser remote to prompt the Sherlock Holmes screen. Click again when ready to discuss observations and the original picture will appear.

Trainer Notes:



Picture One

Q: What were some of your observations?

A: Entryway is hidden, parking may be an issue, high bushes, windows, limited space on the walkway, balcony. The address is right below the hinge for the gate. Basketball goal in the parking lot area, bicycle in the grass.

Q: What other observations have not been mentioned? (Elicit responses.)

(Click for the second picture.)



Slide 20: Do You See What I See?

Instructor's Corner:

PG: 13



Show picture for 20 seconds. Afterwards, click the laser remote to prompt the Sherlock Holmes screen. Click again when ready to discuss observations and the picture will appear.

Trainer Notes:



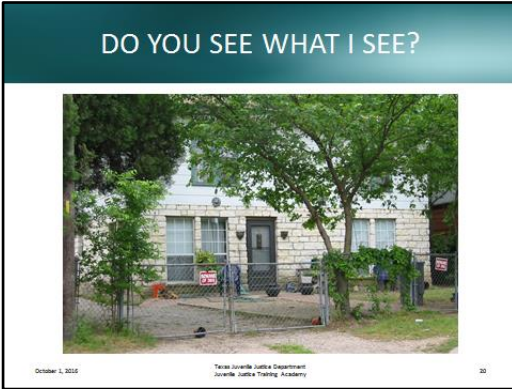
Picture Two

Q: What are some observations you saw in the picture?

A: The railing on the right stairs near the street is balanced on large rocks, the stairs are uneven, cinder-blocks are unbalanced, upper stairs leading to the house are uneven, clutter on the porch, porch does not seem stable.

Q: What other observations have not been mentioned? (Elicit responses.)

(Click for the third and final picture.)



Slide 20: Do You See What I See?

Instructor's Corner:

PG: 13



Show picture for 20 seconds. Afterwards, click the laser remote to prompt the Sherlock Holmes screen. Click again when ready to discuss observations and the picture will appear.

Trainer Notes:



Picture Three

Q: What are some observations you saw in the picture?

A: Beware of dog sign, dog location and actions of the dog, limited space at the doorway, terrain for walking is rocky.

Q: What other observations have not been mentioned? (Elicit responses.)

Debrief

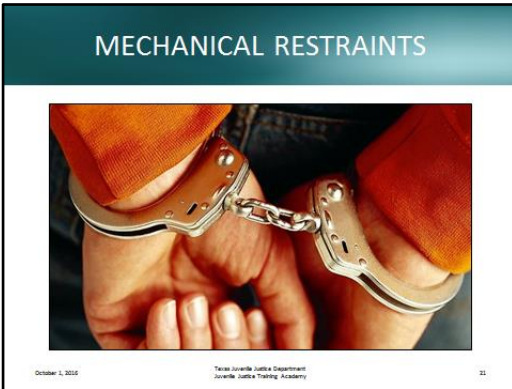
Field visits are an essential duty of a juvenile probation officer. Remember, they provide valuable information about the juvenile and while these visits help you evaluate a juvenile's treatment goals, your safety must continue to be a top priority.

As should be evident juvenile probation officers wear many hats while supervising juveniles. Sometimes, your duties may require you to take a juvenile into custody due to

probation violations. You will need to secure the juvenile with restraints and transport him (or her) to juvenile detention. Remember, if a juvenile is taken into custody, you must follow the Texas Administrative Code Chapter 341 rules regarding restraints, as well as local policy and procedure. Safety, whether yours or the juvenile's should continue to be a priority when these restraints are applied.

Q: Why do you think safety would be a concern when applying restraints on a juvenile? *(Elicit responses.)*

Let's talk about mechanical restraint application.



Slide 21: Mechanical Restraints

Instructor's Corner:

PG: 14

Trainer Notes:



MECHANICAL RESTRAINTS

Mechanical restraints should only be used on juveniles in certain instances, including imminent threats of self-injury, injury to others, or serious property damage. In the future, you will receive training on how to apply mechanical restraints, however today we are simply talking about the Texas Administrative Code rules, and how they apply in respect to securing a juvenile in restraints.

Chapter 341, Subchapter G of the Texas Administrative Code outlines all rules regarding restraints. Mechanical restraints should only be applied by juvenile probation officers who have been trained in:

1. An approved physical restraint technique.
2. The use of mechanical restraints.

TEXAS ADMINISTRATIVE CODE SUBCHAPTER G - RESTRAINTS	
341.700	Applicability
341.702	Requirements
341.704	Prohibitions
341.705	Transport Personnel
341.706	Documentation
341.708	Personal Restraint
341.710	Mechanical Restraint
341.712	Transporting

Slide 22: Texas Administrative Code - Subchapter G - Restraints

Instructor's Corner:

PG: 17-20

Trainer Notes:



TEXAS ADMINISTRATIVE CODE (SUBCHAPTER G) – RESTRAINTS

Application of mechanical restraints can be intimidating to new Juvenile Probation Officers. Typically, you will only have to do this on rare occasions. Regardless, it is important to be aware of the standards, know correct procedures, and ensure safety measures are practiced.

In the Appendix section of your participant guide, you will find the restraint standards for Texas Administrative Code Subchapter G - Restraints.

We are going to do a group activity in which we will talk about some scenarios and determine if the restraints are being used properly. You should refer to the standards during the activity.

Let's get started.

Trainer Notes:



For Your Eyes Only-Activity: Restraint Scenarios

1. There are ten scenarios to process in this activity.
2. Read each scenario as noted in the lesson plan to the participants. Process the group's responses to the scenario before moving to the next scenario.
3. Have participants work as a large group to identify what, if anything is wrong in the scenario. Participants should validate their responses by referencing the standards provided in the appendix of the participant guide.
4. Allow participants sufficient time to review the applicable policy for each scenario.

Activity Point: This activity is designed for participants to identify correct uses of restraints based on the TAC rules.

Activity should take approximately 25 minutes from start to finish.



Slide 23: Restraint Scenarios

Instructor's Corner:

PG: 17-20

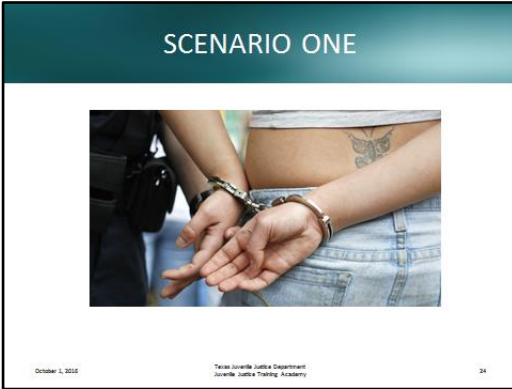
Trainer Notes:



Activity: Restraint Scenarios

Time: 25 minutes

Using the TAC Chapter 341 Restraint rules located in the Appendix section of your participant guide, let's identify whether the JPO is being compliant in each of the following scenarios.



Slide 24: Scenario One

Instructor's Corner:

PG: 17-20

Trainer Notes:



Scenario One

Scenario Description JPO is meeting with this juvenile in the office. After being asked several questions, she does not answer. This defiant attitude continues and the juvenile has a closed, defensive stance. The JPO decides to handcuff her because of this attitude, although the juvenile has not been taken into custody.

Q: According to the TAC rule, when is it appropriate for a JPO to handcuff a juvenile due to defiance?

A: According to TAC §341.702 (3) *Requirements*, restraints may be used only in instances of threat of imminent or active self-injury, injury to others, or serious property damage. Also per standard §341.704 *Prohibitions*, restraints that employ a technique (1) used for punishment, discipline, retaliation, harassment, compliance, or intimidation are prohibited.



Slide 25: Scenario Two

Instructor's Corner:

PG: 17-20

Trainer Notes:

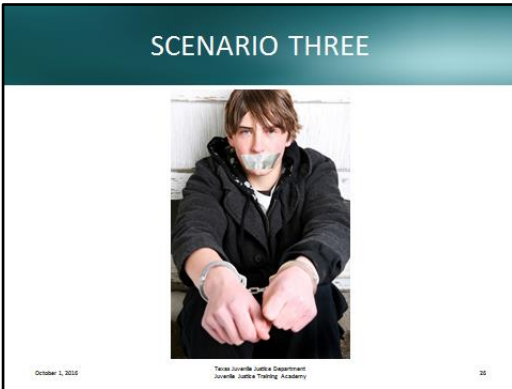


Scenario Two

Scenario Description JPO is conducting a home visit which escalated with the juvenile being taken into custody. The JPO on the right is struggling to get the juvenile under control and asks the newly hired uncertified JPO on the left for assistance with handcuffing the juvenile.

Q: According to the TAC rule, when is a JPO able to apply restraints on a juvenile?

A: According to TAC §341.702 (2) Requirement, the use of restraints shall only be used by certified juvenile probation officers and transport personnel who are trained in the use of all approved mechanical restraint devices.



Slide 26: Scenario Three

Instructor's Corner:

PG: 17-20

Trainer Notes:



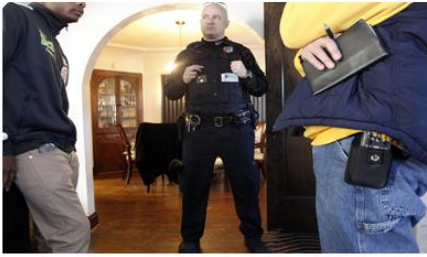
Scenario Three

Scenario Description This juvenile has been taken into custody due to probation violations and placed in handcuffs. He is quite upset and is hurling expletives at the JPO, which can be heard throughout the office. The JPO decides to cover the juvenile's mouth with tape to keep him quiet.

Q: According to TAC rules, why would the JPO covering the juvenile's mouth be incorrect?

A: According to TAC §341.704 (6) (7) Prohibitions, using restraints to obstruct the airway or impair the breathing of a juvenile, including a procedure that places anything in, on, or over the juvenile's mouth or nose or around the juvenile's neck or interfering with the juvenile's ability to communicate is prohibited.

SCENARIO FOUR



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Slide 27: Scenario Four

Instructor's Corner:

PG: 17-20

Trainer Notes:



Scenario Four

Scenario Description A certified JPO along with an intern are conducting a field visit. The juvenile tested positive for substance use and has to be taken into custody. The certified JPO (*located in the middle of the picture*) instructs the intern (*located on the right side of the picture*) to secure the juvenile in handcuffs. The intern has neither been certified nor trained in restraints.

Q: Why is this scenario incorrect, according to the TAC rule?

A: In compliance with TAC §341.702 (2) Requirements, Mechanical restraints may be used only by juvenile probation officers and transport personnel who are trained in the use of all approved mechanical restraint devices.

SCENARIO FIVE

Slide 28: Scenario Five

Instructor's Corner:

PG: 17-20



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Trainer Notes:



Scenario Five

Scenario Description After reporting to meet with his JPO at the office, this juvenile tested positive for heroin and must be taken into custody. After handcuffing the juvenile, the JPO realizes there is no one available to assist with transport to Juvenile Detention. After a few hours, a colleague returns to the office and is able to assist. While waiting, the juvenile remained in restraints.

Q: According to TAC, what is the rule regarding the length of time a juvenile should be handcuffed?

A: *According to TAC §341.702 (7) Requirement, restraints must be terminated as soon as the juvenile's behavior no longer indicates an imminent threat of self-injury, injury to others, or serious property damage, except during routine transportation or when a juvenile probation officer takes a juvenile into custody.*



Slide 29: Scenario Six

Instructor's Corner:

PG: 17-20

Trainer Notes:

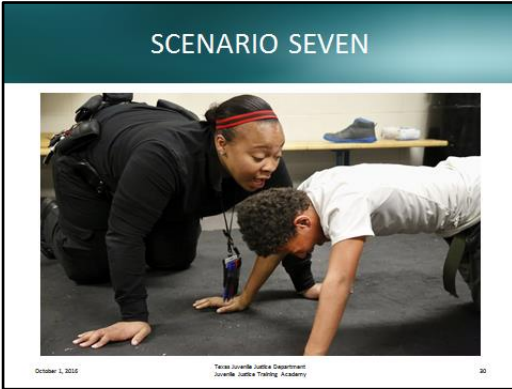


Scenario Six

Scenario Description This juvenile was acting out in class and was sent to meet with his JPO. School insubordination is a violation of probation and the juvenile is being taken into custody. After getting outside, the JPO realizes he left the school discipline reports inside the school, which will be needed at the court hearing. The JPO, to save time, decides to apply one side of the mechanical restraint to the car, so he can retrieve the paperwork inside.

Q: According to the TAC rule, why is this scenario out of compliance?

A: *According to the TAC §341.710 (2) (E) Mechanical Restraint, mechanical restraint devices may not be used to secure a juvenile to a stationary object.*



Slide 30: Scenario Seven

Instructor's Corner:

PG: 17-20

Trainer Notes:

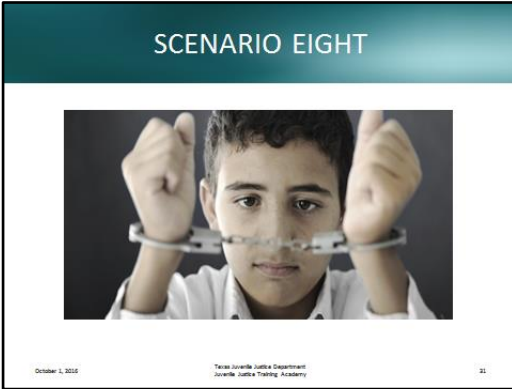


Scenario Seven

Scenario Description The JPO is demanding the juvenile perform push-ups, which is challenging for him. She tells him if he does not complete 20 repetitions, she will place him in handcuffs, and he will still be required to complete the exercise.

Q: Why do you think this scenario is incorrect according to TAC standards?

A: According to TAC §341.710 (2) (F) *Mechanical Restraint*, a juvenile in mechanical restraints may not participate in any physical activity. Other rules may apply to this scenario, including TAC §341.704 (1) *Prohibitions*, restraints used for punishment, discipline, retaliation, harassment, compliance, or intimidation is prohibited.



Slide 31: Scenario Eight

Instructor's Corner:

PG: 17-20

Trainer Notes:



Scenario Eight

Scenario Description This juvenile has been handcuffed for two hours. He is frustrated because he has been asking to use the restroom and has not been allowed to.

Q: Why is this scenario incorrect, according to TAC rules?

A: *TAC §341.704 (2) Prohibitions indicates a restraint that deprives a juvenile of basic human necessities including restroom opportunities, water, food, and clothing is prohibited.*



Slide 32: Scenario Nine

Instructor's Corner:

PG: 17-20

Trainer Notes:



Scenario Nine

Scenario Description This juvenile is being transported to court which is considered to be a routine transport. The JPO's supervisor advised the JPO to document the use of the restraints on the juvenile as a restraint in the subsequent report.

Q: Based on the TAC, what is the correct rule regarding the documentation of restraints? (*Elicit responses.*)

A: *According to TAC §341.706 (B) (1) Documentation, Using mechanical restraints during routine transportation are not required to be documented as a restraint, except as noted in subsection (c).*

SCENARIO TEN

Slide 33: Scenario Ten

Instructor's Corner:

PG: 17-20



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Trainer Notes:



Scenario Ten

Scenario Description Two juveniles, both violating their probation, have been taken into custody during a home visit. The JPO, only having one set of handcuffs, handcuffs the juveniles to each other.

Q: Why is it incorrect to handcuff juveniles to one another, according to the TAC rules?

A: *According to the TAC §341.712 (B) Transporting, a juvenile cannot be secured to another juvenile during transportation.*

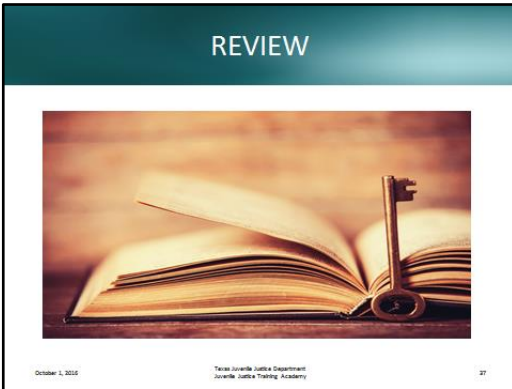
Trainer Notes:**For Your Eyes Only-Activity: Review Questions**

The following review questions are not in the participant guide so have participants put them away before starting this activity.

1. Ask seven participants to read a question from the applicable slide and respond to it.
2. If possible, before processing this activity assign seven participants to a question to avoid the same participants volunteering.
3. If the participant's response is not accurate or leaves out important information previously covered in the lesson plan, lead a brief discussion reviewing the lesson plan information.
4. The slide will appear with the question and response choices. When ready, click the remote and the bolded answer will appear.

Activity Point: The activity is designed to give participants a time to review and summarize training material content.

Activity should take approximately 15 minutes from start to finish.



Slide 34: Review

Instructor's Corner:

PG: N/A

Trainer Notes:



Activity: Review Questions

Time: 15 minutes

We have covered a great deal of information today. We discussed how to 'Look Sharp!', 'Act Sharp!', and 'Be Sharp!' We examined how the five levels of awareness impacts your safety. We reviewed levels of defense, agitation levels, and how to respond effectively. We also considered tips on how to protect your accessibility in the office and proper preparation and execution of field visits.

We also critically evaluated office layout and its impact on your safety. I hope when you return to your office, you will look at it with fresh eyes and see ways you can re-configure it to maximize your personal safety. Lastly, we reviewed the proper use of mechanical restraints based on TAC rules

Now, we are going to review the content from today with some review questions. You can put your participant guides away. You will not need it for this activity.

QUESTION ONE

Non-verbal communication often contains important information about how a juvenile is feeling.

A. True
B. False

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Slide 35: Question One

Instructor's Corner:

PG: N/A

Trainer Notes:



ACTIVITY: REVIEW QUESTIONS

Time: 15 minutes

Question One

Q: Non-verbal communication often contains important information about how a juvenile is feeling.

A: True, non-verbal communication when interpreted correctly can be more important than what is said verbally. Remember, when we talked about anxiety and how to respond, we learned being able to read a juvenile's non-verbal cues will alert you on how to proceed with him (or her).

QUESTION TWO

Which mental state of awareness should a Juvenile Probation Officer exhibit while on duty?

- A. Condition Red
- B. Condition Yellow**
- C. Condition White

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Slide 36: Question Two

Instructor's Corner:

PG: N/A

Trainer Notes:



Question Two

Q: Which mental state of awareness should a Juvenile Probation Officer exhibit while on duty?

- A. Condition Red**
- B. Condition Yellow**
- C. Condition White**

A: B. Condition Yellow, this state of awareness should be exhibited by Juvenile Probation Officers while on duty.

QUESTION THREE

Two primary factors contributing to excellence in Officer Presence are Professionalism and:

- A. Credibility
- B. Confidence**
- C. Composure

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Slide 37: Question Three

Instructor's Corner:

PG: N/A

Trainer Notes:



Question Three

Q: Two primary factors contributing to excellence in Officer Presence are Professionalism and:

- A. Credibility**
- B. Confidence**
- C. Composure**

A: B. Confidence. Confidence is a key factor in determining officer presence.

QUESTION FOUR

When interacting with a dangerous juvenile, you should maintain a defensive stance, summon help, and what other strategy?

- A. Know escape route.
- B. Challenge the behavior.
- C. Refrain from sudden movement.

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Slide 38: Question Four

Instructor's Corner:

PG: N/A

Trainer Notes:



Question Four

Q: When interacting with a dangerous juvenile, you should maintain a defensive stance, summon help, and what other strategy?

- A. Know escape route.**
- B. Challenge the behavior.**
- C. Turn your back on the juvenile.**

A: A. Juvenile Probation Officers should always know what escape routes are available.

QUESTION FIVE

The most appropriate time to conduct a field visit is _____.

- A. Anytime on Friday afternoon
- B. Between 5:00 p.m. – 8:00 p.m.
- C. ~~Between 9:00 a.m. – 11:00 a.m.~~

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Slide 39:Question Five

Instructor's Corner:

PG: N/A

Trainer Notes:



Question Five

Q: The most appropriate time to conduct a field visit is _____.

- A.** Anytime on a Friday afternoon.
- B.** Between 5:00 p.m. – 8:00 p.m.
- C.** Between 9:00 a.m. – 11:00 a.m.

A: C. Between 9:00 a.m. – 11:00 a.m. The earlier a field visit is done, the less danger you may encounter.

QUESTION SIX

Mechanical restraints may be applied by a Juvenile Probation Officer when trained in:

A. An approved physical restraint technique.

B. The use of mechanical restraints.

C. **A & B**

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Slide 40: Question Six

Instructor's Corner:

PG: N/A

Trainer Notes:



Question Six

Q: Mechanical restraints may be applied by a Juvenile Probation Officer when trained in:

- A. An approved physical restraint technique.**
- B. The use of mechanical restraints.**
- C. Both A & B.**

A: C. Both A & B; a Juvenile Probation Officer must be trained in the use of mechanical restraints and trained in an approved physical restraint technique.

QUESTION SEVEN

During a transport, a Juvenile Probation Officer can:

- A. Secure a juvenile to the door handle to ensure no escape.
- B. Not secure a juvenile with restraints since she (or he) is being compliant and polite.
- C. **Secure a juvenile with mechanical restraints, without affixing the restraints to the vehicle.**

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Slide 41: Question Seven

Instructor's Corner:

PG: N/A

Trainer Notes:



Question Seven

Q: During a transport, a Juvenile Probation Officer can:

- A. Secure a juvenile to the door handle to ensure no escape.**
- B. Not secure a juvenile with restraints since the juvenile is being compliant and polite.**
- C. Secure a juvenile with mechanical restraints, without affixing the restraints to the vehicle.**

A: C. Juveniles should be secured with mechanical restraints, without the restraints being affixed to any part of the vehicle.

SUMMARY

- **OFFICER SAFETY** should be at the forefront for Juvenile Probation Officers.
- A key component to Officer Safety is **AWARENESS**.
- By being **PROACTIVE**, you keep yourself and the juveniles you supervise safe.

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Slide 42: Summary

Instructor's Corner:

PG: 14

Trainer Notes:



SUMMARY

To summarize today's course on Officer Safety and Mechanical Restraint:

- Officer Safety should be at the forefront for Juvenile Probation Officers.
- A key component to Officer Safety is awareness.
- By being proactive, you keep yourself and the juveniles you supervise safe.

Thank you for attending and participating in the Officer Safety and Mechanical Restraint training.